

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

3-2.3 Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored, including the climate and the abundance of forests. (G, H)

Taxonomy Level: B 2 Understand / Conceptual Knowledge

Previous/future knowledge:

In Kindergarten, students studied location (K-5.1), natural features of the environment (K-5.4), and also learned to construct a simple map (K-5.3). In first grade, students learned basic map symbols, cardinal directions, and identified familiar areas on a simple map (1-2.1). In second grade, students learned to recognize geographic features and natural resources of the local area (2-2.2). The students also learned to differentiate between nations and continents and learned to identify the continents on a map (2-4.1). Previously in third grade, students learned about the motives behind the exploration of South Carolina by the English, the Spanish, and the French (3-1.1).

In the future, students will use maps to identify the routes of various sea and land expeditions to the New World and summarize the discoveries associated with these expeditions (4-1.3) and to illustrate the principal routes of exploration and trade between Europe, Asia, Africa, and the Americas during the age of European exploration (6-6.1). In seventh grade, students will use a map to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770 (7-1.1) and also to illustrate the geographic extent of European imperialism in various regions (7-4.2).

It is essential for students to be able to identify on a map the land and sea routes of the explorers who came to South Carolina, including De Soto, Ribault, Pardo, Woodward and Hilton (3-2.2). The map should illustrate the routes the explorers followed coming to South Carolina and the routes they followed within South Carolina. Students should use their knowledge of the physical features of the six geographic regions of South Carolina (3-1.3) as they compare the areas explored by the various explorers within South Carolina.

It is not essential for students to know specific details about the lives of individual explorers and where they went after leaving South Carolina.

Assessment Guidelines: Appropriate assessment of this indicator would require students to use a map to *identify* routes of exploration; therefore, the primary focus of assessment should be to *analyze* maps. Another objective of this indicator is to *compare* the areas of South Carolina that were explored and settled.